

6-8 ELA

PERFORMANCE TASK

STUDENT INSTRUCTIONS



TASK TITLE

Poetic Interpretation of History Assessment:
The Rhythm and Rhyme of Revere’s Ride

INTRODUCTION

How do specific events have an impact on people? Through the years people have responded to events in many artforms: pictures, song, sculptures, etc. This task will ask you to read about an event, *The Real Story of Paul Revere’s Ride*. Next, you will read a poem, “Paul Revere’s Ride” by Henry Wadsworth Longfellow, that was written about that ride. Lastly, you will write an essay explaining **how** the author uses **word choice and literary devices** to create a **specific mood** that engages the reader.

SCORING CRITERIA¹ (Update using revised Performance Task Template)

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
<p>#3 Writing: B</p> <p>Write informative/ explanatory texts to examine a topic and analyze relevant content. (W.6-8.2)</p>	<p>Write informative or explanatory texts on a topic with few, if any, ideas and information based on content.</p>	<p>Write informative or explanatory texts describing a topic with ideas and information based on relevant content.</p>	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>Write informative or explanatory texts that fully examine a topic and convey ideas, content and information through the logical selection, organization, and analysis of relevant content.</p>
<p>#4 Language: D</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)</p>	<p>Limited understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Occasionally shows understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Shows understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Consistently shows understanding of figurative language, word relationships, and nuances in word meanings.</p>



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<p>Communication: 2</p> <p>Communicate understanding and interpretation of information.</p>	<p>Identify or list some information from a source.</p>	<p>Select relevant information for the purpose.</p> <p>Summarize information gathered.</p>	<p>Select and analyze relevant information.</p> <p>Integrate relevant information into an argument, presentation, written text, or other work of communication to support a point or interpretation.</p>	<p>Evaluate the information gathered to determine which is the best source.</p> <p>Analyze and integrate well-chosen and abundant information into a work of communication to support an original point or interpretation.</p>
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¹ Modifications were made to the Scoring Criteria based on analysis of student work samples. Educators determined that the Scoring Criteria as written was not consistently relevant to the task for all of the performance levels; however, the Performance Indicators were relevant.

Performance Indicator #3:

Writing: Write informative/explanatory texts to examine a topic and analyze relevant content.

Beginning

Write informative/explanatory texts to examine a topic which may not be based on relevant content.

Developing

Write informative/explanatory texts to examine a topic with limited ideas and information based on relevant content.

Proficient

Write informative/explanatory texts to examine a topic and analyze relevant content.

Expanding

Write informative/explanatory texts that thoroughly examine a topic through insightful selection and complex analysis of relevant content.

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Performance Indicator #4:

Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Beginning

Demonstrate inaccurate understanding of figurative language, word relationships, and nuances in word meanings.

Developing

Demonstrate some understanding of figurative language, word relationships, and nuances in word meanings.

Proficient

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Expanding

Demonstrate insightful understanding of figurative language, word relationships, and nuances in word meanings.

STUDENT DIRECTIONS AND MATERIALS

TASK DIRECTIONS

1. You will have up to 3, 45-minute periods to complete this assessment.
2. You will read: *The Real Story of Paul Revere's Ride*.
3. Next, you will read and annotate the poem, "Paul Revere's Ride" by Henry Wadsworth Longfellow.
4. You will write an essay explaining how the author uses word choice and literary devices to create a specific mood that engages the reader.
5. Proofread all of your work before submitting the final draft.
6. You will complete a reflection on this task.

MATERIALS

Copies of Task—which include:

- *The Real Story of Paul Revere's Ride* and "Paul Revere's Ride" by Henry Wadsworth Longfellow.
- Paper or use word processor (google.doc)
- Highlighter and/or pen/pencil to annotate

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STUDENT INSTRUCTIONS



- Reflection Sheet

NOTE

Literary devices and literary elements may include:
metaphors, similes, imagery, alliteration, personification, etc.

CHECKLIST

Remember, your product must include:

- A clear introduction
- A focus / thesis statement clearly, precisely, and thoughtfully
- Specific evidence from the text (s) to support and develop the focus / thesis, and explains that evidence
- A conclusion
- Precise language appropriate to your audience
- Control over conventions (grammar and mechanics)

STUDENT REFLECTION AND/OR GOAL SETTING

Answer the following questions in complete sentences:

1. What was the assignment?
2. List the steps you completed to create this assignment?
3. How is this assessment connected to what you are learning in your class?
4. For you, what was the most difficult part of completing this assignment?
5. What did you learn from completing this assignment?
6. How could you improve the quality of your work?
7. How could you use what you have learned from this assignment in the real world and/or in other classes?